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BOSTON EVENING ACADEMY

BOSTON PUBLIC SCHOOLS

RECEIVED

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DEPT OF EDUCATION
BOSTON OFFICE

APPLICATION
TO THE
DEPARTMENT OF EDUCATION
TO BECOME A
HORACE MANN CHARTER SCHOOL

GOVERNMENT DOCUMENTS
COLLECTION

JUL 27 2001

University of Massachusetts
Depository Copy

Submitted January 5, 1998
by the Boston Evening Academy
at the Franklin Institute of Boston
41 Berkeley St.
Boston, MA 02116

I. Applicant Information Sheet

(This sheet must be attached to the prospectus and final application.)

This application is for a (check one):
____ Commonwealth Charter __X__ Horace Mann Charter

Name of Proposed Charter School Boston Evening Academy

School Address (if known) 41 Berkeley Street

School Location (City/Town) Boston, MA 02116

Name of Group Applying for the Charter: Downtown Evening Academy

Contact Person Ferdinand Fuentes, School Director

Address Boston Evening Academy, 41 Berkeley Street

City Boston State MA Zip 02116

Daytime Tel: (617) 635-6789 Fax: (617) 635-6380

E-mail: _____

The proposed school will open in the fall of school year: __X__1998-99 ___ 1999-00

School Year	Grade Levels	Total Student Enrollment
First Year	9-12	150
Second Year	9-12	170
Third Year	9-12	190
Fourth Year	9-12	205
Fifth Year	9-12	205

Will this school be a Regional Charter School? ____ Yes __X__ No

School Districts from which students are expected to come (use additional sheets if necessary):

Boston

IV. Horace Mann Charter School Certification Statement

Proposed Charter School Name Boston Evening Academy

School's Current Name
(if different from above) _____

School Address 41 Berkeley St. City/Town Boston 02116

I hereby certify that this application has received approval from a majority of the school committee and the president of the local teacher's union in the district in which this Horace Mann Charter School would be located. The information submitted in this application is true to the best of my knowledge and belief; and further, I understand that, if awarded a charter, the proposed charter school shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

I.
Signature _____ Date _____
School Committee Chairperson

Print/Type Name _____

Address _____

City _____ State _____ Zip _____

Daytime Telephone _____ Fax _____

II.
Signature Edward J. Doherty Date 11/13/97
President, Local Teacher's Union

Print/Type Name Ed Doherty, President, Boston Teachers Union

Address 180 Mt Vernon St.

City Mattapan State MA Zip 02126

Daytime Telephone (617) 288-2000 Fax (617) 288-0024

I. Abstract

I. ABSTRACT

Mission

As the only Boston high school operating in the evening, Boston Evening Academy is a nurturing academic community that seeks to serve the educational needs of the most under-served population of BPS students. Boston Evening Academy targets students who have experienced disruption in their education and who have not experienced success in other schools. Many BEA students have extraordinary needs ranging from the academic to the personal. Many students have skill deficits, some students are homeless. The Academy works with students who are traditionally over-age for their grade level, are parenting, working or have dropped out of school and are now coming back again. The Academy is committed to working with students in a different way. The school is highly personalized and responsive to the students' needs. The curriculum and assessments give students a voice in their education. Students will graduate from the Academy after pursuing either an academic or technology pathway and possess the skills and habits they will need in order to be ready to enter college or the workforce. Boston Evening Academy graduates will be critical thinkers, life-long learners, politically aware, effective communicators, leaders, and possess skills and a base of core knowledge.

Educational Philosophy

'A'ohe pau ka 'ike I ka halau ho'okahi."

All knowledge is not taught in the same school. (Hawai'ian)

Boston Evening Academy seeks to bridge the worlds of work, life experience and school, offering an innovative and successful educational model for Boston's highest risk students. The Boston Evening Academy staff acknowledges the complexities of teaching and learning, and realizes that they must bridge the vast experiences of individual students and the school's common curriculum goals. The staff will use innovative teaching and learning approaches to build on the beliefs, interests, experiences, learning styles, and motivations of their students.

Boston Evening Academy is a *competency-based* school. BEA developed a competency focus because many of the Academy's current students had dropped out of school, and had not acquired the requisite Carnegie points to enter school at a grade level appropriate to their ages. In addition, some students who had the requisite number of points, may have been passed on (in many cases with a D -) without acquiring a solid knowledge base and skills. Through demonstration of competencies, the Academy can ensure that students will graduate with the solid knowledge base and skills that they will need either to pursue higher education or to enter the work force. Furthermore, students will graduate when they are ready; this may happen sooner or later, depending on the skills, motivation and interest of the student. BEA must respond to the individual needs of the students. This approach requires that BEA staff relinquish the traditional paradigm of teacher solely as purveyor of knowledge. Rather, teachers act as coaches and facilitators, assisting students in the pursuit of the acquisition of knowledge and skills.

Goals and Expected Outcomes

Boston Evening Academy's most important goal is to attract and retain 150 of the approximately 5850 students who either drop out or are in danger of dropping out of Boston Public School's annually. This is an ambitious goal given that these students are the highest risk students in Boston. However, BEA staff are confident and committed and have seen encouraging results in their first year as a full-time, full-service high school. Over the next year, Boston Evening Academy will implement its innovative Pathways program. The program has two distinct components -Academic and Technical- that are designed to steer and prepare students for either higher education or a career after graduation from Boston Evening Academy.

II. Narrative

II. NARRATIVE

1. Mission Statement

As the only Boston high school operating in the evening, Boston Evening Academy is a nurturing academic community that seeks to serve the educational needs of the most under-served population of BPS students. Boston Evening Academy targets students who have experienced disruption in their education and who have not experienced success in other schools. Many BEA students have extraordinary needs ranging from the academic to the personal. Many students have skill deficits, some students are homeless. The Academy works with students who are traditionally over-age for their grade level, are parenting, working or have dropped out of school and are now coming back again. The Academy is committed to working with students in a different way. The school is highly personalized and responsive to the students' needs. The curriculum and assessments give students a voice in their education. Students will graduate from the Academy after pursuing either an academic or technology pathway and possess the skills and habits they will need in order to be ready to enter college or the workforce. Boston Evening Academy graduates will be critical thinkers, life-long learners, politically aware, effective communicators, leaders, and possess skills and a base of core knowledge.

2. Statement of Need

A. Why is this school needed in this community?

<u>The Boston Evening Academy Student</u>

Students arrive at Boston Evening Academy after having experienced trauma in their lives, disruption in their education, disillusioned and disheartened by their previous school experience. For many of the students, Boston Evening Academy is their last stop before dropping out of school entirely. These students have been failed by the system. However, these students are also survivors; they are bright, hopeful, creative and part of a small percentage who return to school of the approximately 9% who drop out of Boston schools annually. Unfortunately, the Academy can only serve 150 of the 5850 who drop out. However, Boston Evening Academy can serve as a model for other schools in the system.

The typical Boston Evening Academy student is a combination of the following:

between the ages of 15 and 26
over age for their grade level
a dropout of another Boston Public school
a parent of one or more children
a current or former special needs student
living in an independent situation
homeless
court-involved
an immigrant
working a full or part-time job
interested in higher education or a career

Boston Evening Academy's mission is to target and successfully work with the most at-risk and under-served students in Boston. Forty percent of BEA's students are parenting, 20 % are pregnant, 15% are court involved, 7% are homeless, and 50% are employed. (See Appendix I for BEA Information Sheet) Boston Evening Academy is located on a private college campus in the South End of Boston. The location is neutral and safe. This is important because the school

operates in the evening. *As the only high school in Boston operating in the evening that grants a diploma, BEA is filling a gap in Boston that no other institution is equipped to do.*

B. Why is a charter necessary for the program to succeed?:

Horace Mann Status and Pilot School Status

As part of the first cohort, Boston Evening Academy was fortunate enough to receive Pilot school status from the Superintendent of Boston Public Schools. While pilot school status has been a significant catalyst to shaping a successful academic learning community, there are continuing obstacles that prevent the school from having the maximum flexibility and make it difficult for the school to fulfil its mission. These obstacles fall into two broad categories:

Fiscal Issues

Pilot schools still need to follow the fiscal policies of the Boston Public Schools and the City of Boston. These policies are cumbersome and have directly affected the school's ability to serve its students. For example, Boston Evening Academy recently moved to the Franklin Institute of Boston. As part of the leasing agreement, BEA was to renovate 10 classrooms over the summer. Because of the city's bidding protocol, difficulty in contacting contractors through the system and paying them through the system, as well as other obstacles, the classrooms were not ready for the opening of school.

In addition, BEA was to have a new multi-media computer lab in place for the opening of school. It is December, and the lab has still not arrived. The reasons for this are largely a combination of red tape, the delay of purchase orders submitted in August, bidding and miscommunication from the central office. The purchase orders have been tied up for months. Part of the school's mission is supposed to be to train its students in the use of technology; it is simply unacceptable not to have a technology lab.

Finally, the school's budget is based on a per student allocation. For the past two years, Pilot schools have all received varying amounts for their student populations. There is no fiscal parity across Pilot Schools. Boston Evening Academy receives among the least amount of dollars per student, yet it works with the highest risk students. In order for the Academy to receive the appropriate amount of money, all of the special needs students (or potential special needs students) would have to be reclassified. Each special needs classification category carries a dollar amount. This process is costly and time consuming and also stigmatizing to the students who have been able to sign themselves out of special needs services. If the school was able to reclassify its students, we could add two additional teaching positions or have flex dollars for books and resources. This directly affects the Academy's ability to fulfil its mission.

Facilities Issues

As a Pilot school, there is no guarantee of a facility. Pilot schools have very limited support in finding adequate sites. In addition, the quality and location of the facility is directly influenced by the dollars available from the budget to rent, renovate and equip the school. The Boston Phoenix recently covered the Pilot School facility dilemma (See Appendix II Phoenix Article)

Summary

Horace Mann status for the Boston Evening Academy would enable the school to gain additional flexibility and autonomy in order to pursue innovative practices which help students succeed. Horace Mann status would benefit the Boston Evening Academy in the following ways:

- *True fiscal autonomy* through honoring true lump sum budgeting. Horace Mann status will enable the school to decide which services to purchase from the district and which to

purchase elsewhere, and free the school from the constraints of the City's contracting, bidding, purchasing procedures;

- *A guarantee of an adequate facility* that will best serve the space and academic needs of the school;
- *Reduced required district paperwork*, greater staffing flexibility, and more freedom in contracting and hiring consultants;
- *Each year guaranteed a budget based on a per student allocation* and the potential of increased funds through state and local charter school grants;
- *Flexibility to develop and to use more accurate measures* of important information regarding our high risk students. For example, as a Horace Mann Charter School we would be able to measure students' educational progress based upon individual student performance unlike the pilot schools that measure student progress against other students in the system.
- *Boston Evening Academy would have the legitimacy and credibility* that Horace Mann designation carries; and,
- *Boston Evening Academy would have the opportunity to network and work* with other Horace Mann schools across the state.

C. What evidence exists that there is a sufficient demand for the educational program you are proposing?:

As stated earlier, approximately 9% of Boston Pubic School students drop out each year. One of the biggest draws for students to attend the Boston Evening Academy is that the school is competency-based. (See Appendix III for BEA's Competencies) This is very important for the Academy's students because many students are already over age for their grade. In competency education, students graduate when they demonstrate competency. Students are not penalized for not having "points" or Carnegie units, rather they are held accountable for demonstrating the skills and core knowledge they will need to be successful in higher education or in the workforce.

The Academy's educational program is built around the competencies, and includes essential questions and habits of mind that guide and steer the curriculum. Students are treated as participants in their learning and assessed using a carefully balanced triangulated assessment model (this is explained in detail in section 3D.) Students stay at the Academy as long as they need; in addition, they receive support through the advisory model and through the extensive resources and network that is built through the student support team. For example, pregnant and parenting teens will be able to get evening care for their children through BEA's partnership with the Crittendon Hastings House so that they may be able to attend school. *Boston Evening Academy is creating and realizing an exciting, innovative and effective educational model that is working successfully with the highest risk students who have the greatest need.*

3. Educational Program

A. The Educational Approach and Philosophy at Boston Evening Academy:

"Only if schools are run as places of reflective experimentation can we teach both children and their teachers simultaneously....Schools must create a passion for learning not only among children, but also among their teachers." (Meier 1995)

'A'ohe pau ka 'ike I ka halau ho'okahi."
All knowledge is not taught in the same school. (Hawai'ian)

Teaching and learning is a complex and rich process. It cannot be isolated to a discrete set of objectives and outcomes-- it is a fluid process that reflects the context, personality, culture and

understanding of the teacher and the learner. The Boston Evening Academy staff acknowledges the complexities of teaching and learning, and realizes that they must bridge the vast experiences of individual students and the school's common curriculum goals. The staff will use innovative teaching and learning approaches to build on the beliefs, interests, experiences, learning styles, and motivations of their students. (Darling-Hammond) There is a deep connection between pedagogy, curriculum and assessment that profoundly influences the Academy's educational approach and philosophy with its clientele.

Boston Evening Academy is a *competency-based* school. BEA developed a competency focus because many of the Academy's current students had dropped out of school, and had not acquired the requisite Carnegie points to enter school at a grade level appropriate to their ages. In addition, some students who had the requisite number of points, may have been passed on (in many cases with a D -) without acquiring a solid knowledge base and skills. Through demonstration of competencies, the Academy can ensure that students will graduate with the solid knowledge base and skills that they will need either to pursue higher education or to enter the work force. Furthermore, students will graduate when they are ready; this may happen sooner or later, depending on the skills, motivation and interest of the student. BEA must respond to the individual needs of the students. This approach requires that BEA staff relinquish the traditional paradigm of teacher solely as purveyor of knowledge. Rather, teachers act as coaches and facilitators, assisting students in the pursuit of the acquisition of knowledge and skills.

Finally, Boston Evening Academy is a reflective learning community. It is a place where students and teachers come to learn deeply and meaningfully. The learning community at the Academy believes that students learn best when they are actively engaged in their own learning and participants in the construction of their own learning experiences. The students who come to the Academy have varied degrees of dissatisfaction and disappointment with the public school system. Many of the students have not been able to make a solid connection with school; over 50% of BEA's student population have dropped out of school previously before coming back to the Academy. *Boston Evening Academy has a rare and special opportunity to assist high-risk students in recommitting to their educations and to their futures.*

B. School Curriculum:

Since August 1997, the community has worked diligently on creating and refining a set of eleven competencies that students will satisfactorily pass in order to graduate. (See Appendix III BEA Competencies.) The competencies were developed in part using the Massachusetts State Frameworks and taking into account the student clientele and the mission of the school. The competencies are a work in progress. The community will test them out this year to ascertain their effectiveness and adjust them over time as needed. Emilie Steele, a professor at UMASS Boston's College of Public and Community Service is providing guidance and support to the Academy in creating, testing and revising the competencies. (See Appendix IV Support Letters.)

The curriculum of the school centers around the eleven competencies, skill development as well as an essential question developed by the learning community. This year's essential question is "Who are we?" Along with our curriculum coordinator, BEA staff is developing much of the curriculum from scratch. Teachers are using the following resources to shape the academic program and curriculum of the school:

School-based learning

Math
BEA is using the Interactive Mathematics Program (IMP) a thematically organized, problem-solving curriculum developed by California State and the University of California at Berkeley. The Academy's math teachers are being trained through Northeastern University (See Appendix IV for Support Letters)

Science
Science teachers are using support from Fenway Middle College High School to develop a theme-based science curriculum centered around life sciences, biology, chemistry and physics.

Humanities and the Arts
The Humanities team is exploring the essential question "Who Are We? through the study of literature, world history and geography and reading the novel Tale of Two Cities. The Humanities teachers are using a number of resources including community members from the neighborhood and the Museum of Fine Arts. One of the culminating activities of the school year is a trip to France to complete a project from the Tale of Two Cities. BEA is also cultivating a relationship with our next-door neighbor, the Boston Center for the Arts.

Technology
BEA is putting together a state of the art technology lab where students will learn a variety of computer applications as well as how to use the Internet as a research and communication tool. Technology spans the curriculum and is used in each academic class. The Computer Clubhouse of the South End's United Settlement is providing services and instruction in computer graphics to the Academy's students as well.

Classroom Without Walls

Urban Lab
Urban Lab is a powerful learning tool developed by the Academy as a way of using the city as a rich classroom. Urban lab experiences focus on the Essential question for the year and involve the entire community in exploring what the question means and how the school's curriculum is connected to real life experiences. So far this year, students have visited the following sites as part of their urban lab experience: The Museum of Fine Arts, Enzyme Laboratory, the Boston Pubic Library, the World Aids Day Vigil, and a series of films such as Amistad and Ken Burn's The West.

Internship/Community Service/Senior Project
An important component of the curriculum at the Academy is student learning on the job, community service and internship site. Using a set of carefully constructed experiences, students participate in exploring their interests (career and personal) through an internship, community service or job. Students will invent and create an interdisciplinary project as part of their graduation requirement that explores a question that they develop from their work at the site. (See Appendix V for Career Development/Senior Project Guidelines)

C. School Design-- Pathways to the Future:

Overview

The school design of Boston Evening Academy is built around two educational pathways for students: the Academic Pathway and the Technology Training Pathway. (See Appendix VI for Pathways Schematic) Upon entering the Academy, students are assessed for skills and core knowledge. An Individualized Learning Plan (ILP) is developed for each student with the student and a faculty Advisor discussing the student's areas of strength and challenge as well as a plan to address the student's needs. (The student will work with an advisor who will coach the student and track their academic progress and personal needs.) Students are then placed in the Core Academic Program or Senior Seminar.

Core Academic Program

In general, students in the Core Academic program need intensive skill building as well as core curriculum knowledge. The Core Academic program is built around a set of core academic classes including Humanities, Reading and Writing, Math, Science and Advisory (Advisory class focuses on a small group of students who work closely with an Academic Advisor on personal issues and topics including community building, health and sexuality, test preparation, violence prevention, etc.) Students will also be required to take the MCAS exams as one of the measures to ensure they have attained core knowledge. In addition, students in the Core Academic Program may have a "classroom without walls" experience where they begin to explore career options and/or higher education.

For example, Tonya, a young mother, wants to pursue a career in nursing and needs skill work in the area of math and writing. She meets with her academic advisor and together they design an ILP for her. As part of her ILP, she takes three core classes at the Academy three days a week. On Thursdays and Saturdays she is on site at New England Medical Center completing an internship in the emergency room. On Wednesday mornings, she is taking a class at Bunker Hill Community College in the Allied Health program. Tonya meets with her BEA advisor once a week to track her progress and discuss successes and concerns as well as her plan for her Core Roundtable Presentation to enter Senior Seminar.

Core students who have successfully addressed the goals of their ILP are ready to present their work and make their case to enter Senior Seminar. (This is explained in detail in section 3 D: Assessment and Evaluation.) An important part of their case is the presentation of their chosen pathway.

Senior Seminar

During Senior Seminar, a group of 8 to 10 students will meet with their Advisor two to three times per week. The seminar will focus on students working on their final senior portfolio (See Appendix V for Senior Portfolio Requirements), student progress on their chosen pathway, and future planning and transitioning from the Academy. This transition includes the students' final presentation of their work in a Graduation Roundtable. (This is explained in detail in section 3 D: Assessment and Evaluation.)

Senior Pathways: Academic and Technology Training

There are two pathways that students can pursue during their senior seminar experience: the Academic Pathway and/or the Technology Training Pathway.

The Academic Pathway: The Road to Higher Education

The heart of the Academic Pathway is the pursuit of liberal arts, sciences or business interests through dual enrollment opportunities for students. Students who follow the Academic Pathway

will take at least three college classes during their time in Senior Seminar, participate in an intensive internship experience (at least 20 hours per week for 12 weeks - 240 hours), complete their senior portfolio requirements (including a project designed by them and connected to their internship experience,) and present their work in a Graduation Roundtable.

The Technology Training Pathway: The Road to a Career

The Technology Pathway is designed for students who want to pursue a technical career. The program is individualized to suit the needs and interests of the students and is created as a result of joint partnerships with vocational and academic partners such as The Franklin Institute. Boston Evening Academy's location on the campus of The Franklin Institute of Boston, a technology college affords the learning community access to many certificate programs that are unavailable to other high school students. However, it is important to note that the Technology Training Pathway can be pursued at any number of colleges. As part of the Technology Training pathway, students will take at least three courses in their chosen technology area through dual enrollment. In addition, students will participate in a an intensive internship experience (at least 20 hours per week for 12 weeks - 240 hours), complete their senior portfolio requirements (including a project designed by them and connected to their internship experience,) and present their work in a Graduation Roundtable.

There are four types of technology pathways students can choose:

The Office Technology Pathway: This pathway concentrates on work with basic office systems such as MS Windows and Office, Lotus Notes, databases and spread sheets and specialty courses in Adobe PhotoShop and Desktop Publishing.

The A+ Certification Pathway: In corporate businesses, there is a demand for technicians with A+ certification (this is a standard known industry-wide and certifies that an individual has the basic skills sets and knowledge base regarding operating systems and hardware.) Courses include basic operating systems Novell, NT, Electronics, Lotus Notes, Domino, Visual Basics and others. The courses will prepare students to take the A+ certification exam.

The Medical and Environmental Technology Pathway: The focus of this pathway will prepare students for entry-level positions within the pharmaceutical, biotechnical, environmental, or HealthCare industries. Coursework will focus on the pursuit of certifications and preparation for statewide certification exams.

The Cross Roads Pathway: This pathway includes opportunities for students to pursue coursework, certifications or preparation for exams in Real Estate Property licensing, contracting, building, electrician, graphic design, law enforcement or other public services positions (court, clerk, postal, etc.) This is the most flexible of the pathways and will respond to the interests and needs of the students.

D. Assessment and Evaluation:

One of the core beliefs of the Academy is that assessment drives curriculum and instruction. There is an integral connection between what is being taught, what is being learned and how both of these things are being assessed. Assessments must be designed carefully and purposefully asking important guiding questions such as: What is being measured? Is the assessment tool accurate for measuring what we want to measure? What are students learning? What is being taught? How can we gain the fullest insights into the student as a learner? With these questions in mind, Boston Evening Academy is using a triangulated assessment system which balances

three types of measures : authentic assessments, standardized assessments and teacher and student classroom assessments.

Authentic Assessments

Authentic assessments are intrinsic to the academic program at the Academy. The Academy staff is developing portfolio and exhibition opportunities for students that will encourage students to participate in the demonstration of knowledge and skills. Portfolios and exhibitions are a regular part of classroom assessments. However, they also form part of the gatekeeping mechanisms in the Academy. These gatekeepers are the Core Roundtables and the Graduation Roundtables. The term "roundtable" refers to a public presentation of work. During a roundtable, students will present their academic portfolios as well as their career exploration portfolio to a group of people. This group consists of the student's Advisor, a teacher, a community member, another student (preferably a Core student) and a guest of the student. The focus of the roundtable is to have the student present their work as evidence of their readiness to either move into Senior Seminar (Core Roundtable) or to graduate (Graduation Roundtable.) The roundtable group will question the student, asking clarifying and probing questions. It is important to note that students may be asked to present to their roundtable more than once if there is a question that the work presented is not accurate, or the presentation faulty.

Standardized Assessments

Standardized assessments are an important piece of the student's assessment picture. These assessments can provide a window into how students are doing as compared to a particular population of students. With this in mind, BEA has written a Standardized Testing competency. The Academy is committed to students being familiar with how to take standardized tests, their use and purpose. Every Academy student will take the MCAS as well as either the PSAT, SAT, ASVAB or ACT. If students are pursuing the technology pathway senior year, they may have to take a standardized test as a part of their certification requirement. BEA wants its students to know how to take these tests and to build their confidence in test taking.

It is important to note that historically, BEA's population of high-risk students have not scored well on standardized tests as compared to the district average. However, this information is misleading providing only part of the assessment picture. For example, the expected attendance outcomes for the district is 89%. A high risk student, who has a prior history of poor attendance (only present in school 75 days) will measure poorly against the district average. This same student may have attendance of 140 days for this year. The individual improvement is astounding for this student, yet they still will not meet the district average. So although, standardized measures of student progress/knowledge provide us with information, they do not work as an accurate overall measure with high risk students.

Teacher and Student Classroom Assessments

The third piece of the assessment picture is perhaps the most important and provides the most information. Teachers and students work together closely over an extended period of time. Therefore, the assessments that teachers develop are important. Academy teachers are using different types of assessments as a part of their work with students including class portfolios and exhibitions, projects, class designed rubrics to measure what the students thought was important and what they actually learned, and more traditional measures of information such as quizzes and tests. A centerpiece of each classroom is the students' ILP (an Individualized Learning Plan) that clearly outlines the academic and personal strengths and challenges of the student. The students meet with their academic advisors three times per year to revisit and, if needed, to revise the ILP. Finally, each of the students' teachers provide regular and consistent feedback to students in the form of an individualized mini-narrative progress report (given out at the term's midpoint) as well as a more extensive narrative report card (given out twice a year.)

E. Special Needs and English as a Second Language Students:

According to BEA's Evaluation Team Leader (ETL), over 40% of the school's current student population is currently receiving or has received special education support services. All cored special needs students have IEPs (Individualized Education Plans) that are followed closely. Students are monitored by the Special Needs teacher and the ETL. Boston Evening Academy prides itself on being in full compliance with district and state special needs regulations. Many of the students who have not been formally diagnosed and cored, bring similar learning issues to the school. As part of the plan to address this concern, the administration has hired a number of teachers who have dual certification in Special Needs as well as a content area. There are currently four teachers (out of a staff of 10 full and part time teachers) who have dual certification. At this time, BEA uses a pull-out and a consult model to provide instructional support services to its special needs students. Eventually, the Academy plans to move to a mainstream immersion model, where students are able to receive support in a regular education classroom.

In its second year, the Academy plans to hire a language arts instructor and develop an English as a Second Language program for students who have a limited proficiency in English. Currently, bilingual students are mainstreamed, though they also receive instructional support (two or three times per week) through an enrichment program.

F. School Calendar and Schedule:

Boston Evening Academy is an alternative school. The Academy's mission is to work with high-risk, under-served students. In order to provide an individualized education to students, the school calendar will have to look different. School will be in session 186 days, and will follow the Boston Public School's calendar for holidays. School is in session from 4:30pm-8:30pm in the evenings, with students working or on internship for an additional 16 hours per week. As BEA implements its pathways plan during year two, the school schedule will flex. The community anticipates Saturday hours and classes meeting in the mornings or afternoons in addition to the evenings. Moreover, the Academy is also developing a distance learning component (with networked laptop computers) to the academic program, where pregnant and parenting students can complete independent studies, projects and coursework for credit. The school must be flexible and responsive to accommodate the needs of its clientele. In its second year, the school may also develop week long summer intensive courses for its students. The long-range plan for the Academy is to be in session year long. Finally, faculty will work an additional 10 professional development days per school year. These days will be spread out over the course of the year with 5 days of curriculum development work in the summer.

4. Accountability

A. How will the school define, measure and demonstrate success?

By union contract, the Boston Pilot Schools are evaluated every three years by a joint labor-management steering committee in order to assess their progress and re-approve their pilot status. This is the first year that the founding five Pilot schools are up for review and re-chartering. This past spring, each of the five pilot schools, including BEA, were visited on-site by an outside evaluator. The BPS Office of Research, Evaluation and Assessment also assembled available district data on a wide range of indicators including standardized test scores, attendance, retention, suspensions, college placements, special education placements, and enrollment in advanced courses. The evaluator's report and the district data was presented to the steering committee in November 1997. Each pilot school also presented their progress and

accomplishments to the same steering committee. As a result of this evaluation, the Academy's Pilot school status was renewed.

Over the past six months, the Boston Pilot School directors, the Center or Collaborative Education, the Annenberg Institute for school reform, and the Boston Office of Research, Evaluation and Assessment have worked collaboratively to create a new model of school accountability for all of the pilot schools that will be more comprehensive and rigorous. The system is built on principles that are consistent with the pilot schools. It is focused on student learning and respect of each school's autonomy. The accountability system is created to build capacity for school improvement, and structured to provide the school and district with the best possible information with which to make decisions.

In this School Quality Review model, each pilot school undertakes a self study to develop a school portfolio that reflects the school's progress and accomplishments. The portfolio must include the following areas: Vision; Governance and Budget; Teaching and Learning-- Goals and Results; Professional Support and Improvement; Family/Community outreach and External partnerships; School Focus Questions and Lessons Learned. The teaching learning section must include standardized test results as well as actual examples of students work. Once developed, an external review panel reviews the portfolio and visits the school prior to providing the school with feedback and recommendations for improvement. Ultimately, the review panel will recommend to the Superintendent whether to re-charter the school. This new accountability system will be put in place for future years replacing the current BPS evaluation system.

B. Five measurable student and school performance objectives:

Performance Objective	How progress evaluated?
1. Boston Evening Academy will successfully implement and refine a competency-based, thematic curriculum	School Quality Review
2. Over the next two years, Boston Evening Academy will increase student retention and attendance from approximately 75% to 90%	School Quality Review, end of year report to Board
Over the next two years, Boston Evening Academy will strive to raise student test scores school-wide on the MCAS and the Stanford 9	City-wide report, state report on MCAS and year end report to Board
4. Within the next two years, Boston Evening Academy will be accepted as a full-fledged member of the *Coalition of Essential Schools*	Acceptance into the *Coalition of Essential Schools*, School Quality Review
5. Over the next two years, Boston Evening Academy will secure two corporate partners	School Quality Review, end of year report to Board

C. How will the school ensure that it meets its goals?

Boston Evening Academy community feels that it has set reasonable goals. It will ensure that it meets its goals through the School Quality Review model explained in detail in 4C. In addition, the Advisory Council and Board of Trustees play a critical role in holding the school accountable to its mission an goals.

5. School Environment

A. School Ethos:

Boston Evening Academy students and staff bring their individual personalities, experiences, and curiosities to the school. They come with many different stories. It is vitally important to create an environment where the learning community of Boston Evening Academy honors, respects and

uses students' stories and experiences to help them to learn deeply and meaningfully. This approach requires that teachers relinquish the traditional paradigm of teacher as purveyor of knowledge. Rather, teachers are coaches and facilitators able to design and use structured and non-structure teachable moments and experiences to improve student learning. High expectations, rigor, caring and compassion are the hallmarks of the Academy's ethos. The community is committed to creating a democratic environment where community members think reflectively about teaching and learning, their own roles and responsibilities in the community, about knowledge acquisition and demonstration, and about nurturing an intentional community centered around mutually developed and agreed upon set of principles, beliefs and values.

B. Code of Conduct

Boston Evening Academy students are expected to conduct themselves in a safe, respectful and responsible manner at all times. Honesty and personal responsibility distinguish Boston Evening Academy students. Students will not possess weapons or illegal substances. This is grounds for expulsion and referral to the Baron Center for evaluation.

BEA follows a progressive disciplinary process, diligently following due process procedures and the fair hearing process. Incidents are carefully documented. Over the next two years, as BEA implements the Classroom Without Walls for its students, we anticipate that we will have to revisit our discipline policy and work with potential academic and work partners to consider their expectations in our policies.

6. Enrollment

A. How many students will be enrolled each year over the five years of the charter?:

Boston Evening Academy currently serves 150 students in grades 9-12. The following chart summarizes the anticipated growth of the school over the next five years:

SCHOOL YEAR	NUMBER OF STUDENTS
1998-1999	150
1999-2000	170
2000-2001	190
2001-2002	205
2002-2003	205

B. Student Recruitment:

Students who currently attend Boston Evening Academy will be given first priority for admittance if Boston Evening Academy receives a Horace Mann charter. Boston Evening Academy's current student population reflects the average race, ethnicity, special needs, bilingual, geographic and income distribution for the students attending Boston Public Schools. There are 150 spaces for students during the 1998-99 school year. Those spaces left after current students are re-enrolled in the charter school will be filled by our admissions counselor who works with community organizations and Boston Public School agencies such as the Parent Information Center and the Zone Offices to advertise the school and to recruit applicants. Many of the school's students are referred through external agencies and other schools.

C. Enrollment Process:

All students complete an application and go through an interview with BEA's admissions counselor. Although students are not refused for admittance for past poor academic performance,

because BEA is a competency-based school students are required to take an assessment exam to evaluate whether they will enter the core academic program or senior seminar. Students are accepted on a first come first-served basis.

7. Leadership and Governance

A. School Governance:

A review of the Organization Chart for Boston Evening Academy (see Appendix VII) indicates that it is and will continue to grow to be a fairly "flat" organization with two very distinct components. There will be the Educational component managed by Margaret Maccini, current Assistant Director for the school. Reporting to her will be all teaching faculty, clinical and support service personnel, the Curriculum Coordinator, and clerical staff. The other, and less traditional arm of the school, will be a Corporate Relations/Development component. This area will be managed (initially) by a half-time Corporate Relations Manager, who will supervise the Employee Relations (job placement) Specialist, and as grant money is obtained, a Development staff member and support staff. Ferdinand Fuentes, current Director of Boston Evening Academy, will remain in that role, reporting to the State Board of Education, the Boston Evening Academy Board of Trustees once the 501.C.3 is established and the Boston Public Schools.

This spring Boston Evening Academy will be setting up a separate non-profit organization, of which the school will play a major part. The advantage of this legal status change is that it will provide the opportunity for certain types of fundraising and specialized program development to occur. The 501.C.3 will also serve as the fiscal agent for the receipt, disbursement, and control of fiscal resources. The oversight of the non-profit organization, and the school as well, will fall to a Board of Trustees that will be established once the legal paperwork for the 501.C.3 is completed.

The Board of Trustees will initially meet bimonthly, going to a quarterly schedule once the Board roles and infrastructure have been firmly established. The Trustees will provide leadership and governance, particularly in the areas of planning, personnel policies, fiscal resource management, and establishing linkages and partnerships within the greater Boston business and non-profit communities. (See Appendix VIII) Initial plans call for a Board of Trustees of eighteen to twenty-one members, representative of staff and faculty, the community, higher education, and other school stakeholders. A third of the Board will include business and corporate partners. Although a specific recruitment plan has not been finalized, selection of Trustees will be a process that involves and supports current school stakeholders.

The School Site Advisory Council (SSAC), which will be a subcommittee of the Board of Trustees, currently has ten members and meets on a monthly basis. (See Appendices IX for meeting dates and membership.) In lieu of an established Board of Trustees, the SSAC performs many of the functions that the Board will assume except for serving as BEA's fiscal agent. Once the Board of Trustees is operational, the focus of the SSAC will primarily be centered on school operations, program development, and planning.

Advisory Council members were recruited to reflect the diversity of the school's partnership, as well as being representative of the stakeholders. Both teaching and non-teaching staff representatives are voting members. BEA's Director is a non-voting member. There is also student and family representation. The following details some of the other current School Site Advisory Council members, and their affiliations:

- An Associate Professor at a public university specializing in competency-based education, alternative assessments, and non-traditional learning environments.
- The Vice-President of Operations at a technology college.

- Director of Communications and Development for a community Health Center.
- Program Director of a youth economic development initiative.
- Project manager for a social service agency targeted to high risk youth.

B. School Leadership:

As previously mentioned, Ferdinand Fuentes will remain as the Director of the school. With many years of management experience in both education and public health, he brings enormous experience to this position. In addition to his significant management experience, Mr. Fuentes has also been an organizational consultant, and remains an avid student of leadership practices. Much of his managerial style has been influenced by authors such as Meg Wheatley, Stephen Covey, and Warren Bennis.

His role as a leader is to instill in staff the understanding and practice methodologies that are reflected in the everyday learning of students. Given his awareness that traditional academic institutions have failed to address the needs of students with alternative learning circumstances (high-risk, special needs) he serves as the instructional leader, allowing staff to discover new forms, frameworks, and methods for their practices. As the leader in the creation of the school's "vision" he engages staff and students in dialogues that promote the collaborative environment in which all feel valued and own that vision.

The Assistant Director, Margaret Maccini, brings significant experience in the areas of comparative assessment, school culture and operations. She is a major contributor in the development and implementation of the curriculum competencies that are the foundation of BEA's educational program. Ms. Maccini's interest in collaborative inquiry and experience as a coach and a National Reform Faculty Member of the Annenberg Institute of School Reform, provides faculty with new venues for understanding the implementation of habits of mind and alternative assessments; she assists faculty in developing their role as facilitators and coaches. In addition, she provides operational expertise in the development of the academic program, and scheduling. As the Assistant Director, Ms. Maccini is also responsible for professional development, student discipline, and other operational components of running a school.

C. Job Descriptions of the Board, School Director and Other Personnel:

Working with a management consultant, the administration and faculty of Boston Evening Academy engaged in a lengthy process to define the Roles and Responsibilities for most of the positions at the school. Attached in Appendix X are the Roles & Responsibilities for the Director, Assistant Director, and Teaching Staff. These documents serve as the job descriptions for these positions.

8. Capacity

A. What collective experience does your applicant group bring to this venture?:

Commitment, knowledge, and expertise form the base of the Boston Evening Academy's applicant group. These individuals represent a diverse group of educators, who collectively span over *120 years of experience working in education*. Some members of this group are new to teaching, having spent earlier parts of their careers in other fields; others have been teaching for more than twenty-five years. The experience of the applicant group, defined as the teaching and non-teaching staff, is summarized below:

- Writer for Disney Studios;
- Corporate engineer with a background in technology;

- Literacy and reading specialist working primarily with high-risk students;
- Emergency Room nurse in a major city hospital;
- Parochial school educator specializing in *parallel* curricula; (Collaboratively designed curricula that addresses the needs of extraordinary students.)
- Former real estate agent;
- School psychologist and clinician with an extensive background in academic counseling;
- Two community organizers with experience in primary prevention and social services for urban youth; and,
- Manager of non-profit and corporate organizations.

B. Founders' Experience, Qualifications and Applicable Skills:

Please see Appendix XI for Mr. Ferdinand Fuentes' and Ms. Margaret Maccini's biographical statements.

C. Boston Evening Academy Partnerships:

Boston Evening Academy has a number of strong partnerships that enhance its capacity to support and educate high risk students. (See Appendix IV Support Letters) Among BEA's significant academic partners are two institutions of higher learning that have worked with the school since its inception, and a third with whom a relationship is just developing:

- College of Public and Community Service at the University of Massachusetts Boston - CPCS has been instrumental in working with staff on the development of the competency-based curriculum which will ensure that BEA students meet the newly established standards in multiple skill areas.
- Interactive Mathematics Program at Northeastern University - BEA staff received training in project-based mathematical instruction and continue to attend workshops and work with IMP faculty on improving their teaching and student assessment techniques.
- Franklin Institute of Technology - In addition to utilizing the facilities at Franklin, this new partnership will include areas of joint programming, dual enrollment and technological exposure, particularly in electronics and automotive engineering.
- Center for Collaborative Education and the Annenberg Institute for School Reform -These partners provide technical assistance in accountability and technical development, and provide a network of innovative thinkers and educators involved and committed to whole school reform. Being part of this network influences the teaching and enhances the growth of BEA faculty.

As previously discussed, a significant number of BEA students are teen parents, and need social services that will support them in that role. The school is developing a number of partnerships with community agencies, including the following:

- Crittenton Hastings House - This collaboration seeks to provide child care services and teen parent life skills and parenting education.
- Boston Initiative For Teen Pregnancy Prevention - This organization works with the BEA at-risk population on issues of pregnancy prevention and parenting skills.
- Boston Communities in Control -This is a public health community change initiative, which has provided student role models and speakers on teen-oriented public health issues.
- Project Life and Roxbury Unites for Children and Families. The goal of these partnerships is to develop support services for families and off-site academic resource facilities for students and families in the Roxbury area.

Part of the overall growth strategy for Boston Evening Academy, particularly since it has a school to career program, is to develop strong and significant partnerships within the greater Boston business community. As a start, BEA is a certified training site for Lotus Notes and continues to develop its relationship with Lotus Development Corporation.

9. Facilities and Transportation

A. Facilities:

Initially, Boston Evening Academy was established as "a school with a school" at Boston High School. Classrooms, technology labs, and general space were shared, with one dedicated medium-sized office serving as the BEA office, faculty work and meeting space. As the program developed, requiring the addition of new staff, and as the mission and direction significantly shifted, the space at Boston High clearly became inadequate. An even more significant issue was that as Boston Evening Academy established its own unique identity, it was important that it not be confused with Boston High. Last Spring, it was decided that BEA would seek another location, and after a search of available school sites, BEA entered into an agreement with Franklin Institute of Technology.

The building which houses Franklin Institute is already owned by the city of Boston, and although Franklin is a college, it is also an approved site for use by a high school. In addition, the site has been inspected and approved by all relevant City of Boston municipal agencies. It is, however, an old building, which needed some significant telecommunication and electrical work in the classrooms that will be shared with BEA. This work, as well as the installation of new carpeting and classroom painting, was completed last summer with the cost being absorbed by the Boston Public Schools.

Boston Evening Academy is primarily housed on the third floor of the main Franklin building, and has use of nine classrooms and a large office. One of the classrooms, which has been equipped as a technology laboratory, and the BEA office space are not shared by Franklin faculty and students. A learning center established and equipped by BEA, however, is shared space.

B/C. Why was the site chosen and what renovations might be required?:

This new school site has allowed the beginnings of a unique school identity and culture to be established. Since BEA is housed in an institution of higher education, it encourages the students to think about continuing their education as a viable option and promotes an academic culture that is intellectually challenging and respectful of young people. Being located within Franklin, of course, enables BEA to work more closely with the Institute in establishing dual technical career pathways. Most importantly, the site at Franklin Institute has provided a structured, safe setting for students and staff.

There are, however, some major limitations to this space, which BEA is actively addressing with Franklin administration. One issue is access to classroom and office space for pregnant and disabled students. It is limited and difficult; stairways are very steep, and there is no elevator access to the space that BEA uses. Another concern has been the restrictions imposed by Franklin, for security reasons, on faculty and staff use of office space later in the evening and on weekends. There have been occasions when BEA administration, in particular, has needed access to the school office on a weekend and been unable to use it. Finally, since the majority of classrooms are shared with Franklin, use is limited to evenings only, which inhibits development of additional educational programs that might require afternoon or morning classroom space.

The short term space needs of Boston Evening Academy for the 1998-99 school year are already being addressed with Franklin administration as part of the general discussion of space limitations and constraints. BEA can accommodate the proposed enrollment of 150 students with the current classroom space; a designated instructional learning center with all day access is needed, however. Another identified need is additional dedicated office and meeting space to accommodate staff expansion, and staff development. The issue of building access on weekends (and during vacation periods) for both staff and students is more difficult, but strategies are being developed to address the security concerns that limit that access.

The long term facility needs of Boston Evening Academy may not be so easily accommodated at Franklin Institute. By fiscal year 2002, the proposed enrollment will have grown to 205 students with a corresponding increase in faculty and support staff, thereby creating the need for additional classroom and office space. The facilities will also need to accommodate a variety of technology centers to facilitate the teaching of the technical career pathways, and must provide easier access for pregnant and disabled students. If space allows, an on-site child care center for student parents would be ideal. In keeping with the development of the educational program, the facilities should include all day and weekend access for staff and students.

During 1998, a long range facilities plan will be developed by the BEA administration and the Board of Trustees that will support the school goals and educational programs. At this point, decisions will be made about remaining at Franklin Institute, and the necessary renovations/costs in doing so, or if it is necessary to seek an alternative site.

D. Transportation:

Franklin Institute is located on Berkeley Street in the South End and is easily accessible by public transportation for all students. MBTA passes are provided to all enrolled students, with costs being budgeted at the district per pupil transpiration allocation. If the school moves to a new site, safe access to public transportation will play a major role in the decision for the site location.

10. A Day in the Life of a Student

This section was written by Chante Pitcher, a BEA senior who is a member of the student government and the mother of a 5 month old girl, Amaya. Chante currently works part-time during the day in Quincy as a customer service representative and is completing an internship at the Area D Police Station. After graduation, she plans on pursuing a degree in nursing.

My Day, My Life

"Think twice." That is the message that I send out to the whole world about teen pregnancy. This is what I think about as I prepare my five month old daughter Amaya for bed. My daily schedule consists of my waking up early for a long day of work and school. After dropping my daughter off at my mother's for the day, I head off to my part-time job in Quincy. After a six hour day of work, I make my way to school to prepare my unfinished homework before school starts. When I start my day at school, I usually think about what needs to be done later in the evening at home.

Of all the people who told me that being a mother was going to be hard, every last one of them was right! My life is similar to other teen mothers in Boston, but I consider myself to be lucky. Not many people in the world get a chance to attend high school at night to earn a diploma, and also get to work or explore life after school during the day.

I am one of the lucky ones. I have support from everywhere. And now that I think about it, Boston Evening Academy is one of my main sources of support. Since I've attended the Evening Academy, I have improved in my attendance as well as my school work. The new staff and faculty show a great interest in the students, and the success of the school. My new math teacher is so into teaching, that she has shown a way to understand math in a realistic way for students such as myself. No one said that raising a child, working, attending school and planning for the future would be easy, but with the support that I have it is not as hard as it could be.

11. Non-Instructional Services

BEA plans to purchase the following non-instructional services through the Boston Public Schools:

transportation, library, payroll, personnel benefits, central offices services including OIS, technology, telephone, postage, SPED compliance services, and other administrative support

(These categories are clearly reflected in the school budget- See Budget Section)

III. Budget, Financial Management and Human Resources

Boston Evening Academy: Projected Revenue and Expenditures

	Fiscal Year 1999	Fiscal Year 2000	Fiscal Year 2001	Fiscal Year 2002
I. Revenues				
Tuition	$ 1,159,650.00	$ 1,366,800.00	$ 1,588,780.00	$ 1,782,680.00
State Grants	$ 43,300.00	$ 43,300.00	$ 43,400.00	
Private Funds	$ 30,000.00	$ 60,000.00	$ 60,000.00	$ 80,000.00
Other (explain)	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00
Total Revenues	**$ 1,247,950.00**	**$ 1,485,100.00**	**$ 1,707,180.00**	**$ 1,877,680.00**
II. Expenditures				
Professional Salaries				
Director/Headmaster	$ 70,000.00	$ 72,100.00	$ 74,263.00	$ 76,491.00
Supervisors	$ 88,700.00	$ 91,361.00	$ 94,102.00	$ 96,924.00
Teachers (FT)	$ 636,000.00	$ 768,840.00	$ 879,996.00	$ 971,855.00
Teachers (PT)				
Payroll Taxes				
Benefits	$ 14,240.00	$ 16,402.00	$ 18,702.00	$ 20,412.00
Total Professional Salaries	**$ 808,940.00**	**$ 948,703.00**	**$ 1,067,063.00**	**$ 1,165,682.00**
Administrative Staff				
Clerical	$ 30,000.00	$ 31,200.00	$ 66,000.00	$ 68,000.00
Custodial/Security	$ 16,000.00	$ 20,000.00	$ 22,000.00	$ 24,000.00
Consultants	$ 10,000.00	$ 15,000.00	$ 20,000.00	$ 35,000.00
Other (Admin. Staff)	$ 35,000.00	$ 36,400.00	$ 37,856.00	$ 39,370.00
Total Administrative Staff	**$ 91,000.00**	**$ 102,600.00**	**$ 145,856.00**	**$ 166,370.00**
Facility				
Rent	$ 85,000.00	$ 105,000.00	$ 125,000.00	$ 130,000.00
Mortgage				
Renovation/Construction		$ 20,000.00		
Utilities				
Total Facility	**$ 85,000.00**	**$ 125,000.00**	**$ 125,000.00**	**$ 130,000.00**

Boston Evening Academy: Projected Revenues and Expenditures

	Fiscal Year 1999	Fiscal Year 2000	Fiscal Year 2001	Fiscal Year 2002
Materials/Supplies				
Textbooks	$ 15,000.00	$ 15,000.00	$ 20,000.00	$ 25,000.00
Instructional Equipment	$ 5,000.00	$ 5,000.00	$ 4,000.00	$ 5,000.00
Office/Classroom Technology	$ 10,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00
Library	$ 15,434.00	$ 17,425.00	$ 19,475.00	$ 21,013.00
Office Furniture	$ 6,000.00	$ 2,575.00		
Classroom Furniture	$ 6,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00
Other Equipment			$ 5,000.00	$ 5,000.00
Total Materials/Supplies	**$ 57,434.00**	**$ 60,000.00**	**$ 68,475.00**	**$ 76,013.00**
Other Costs				
Contracted Services				
Business Services (Central)	$ 143,700.00	$ 162,860.00	$ 182,020.00	$ 196,390.00
Marketing/Development	$ 5,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00
Staff Development/Training	$ 10,000.00	$ 12,000.00	$ 15,000.00	$ 15,000.00
Transportation	$ 45,150.00	$ 54,400.00	$ 66,500.00	$ 77,900.00
Food Service				
Total Other Cost	**$ 203,850.00**	**$ 239,260.00**	**$ 273,520.00**	**$ 299,290.00**
Total Revenues	**$ 1,247,950.00**	**$ 1,485,100.00**	**$ 1,707,180.00**	**$ 1,877,680.00**
Total Expenditures	**$ 1,246,224.00**	**$ 1,475,563.00**	**$ 1,679,914.00**	**$ 1,837,355.00**
Balance	**$ 1,726.00**	**$ 9,537.00**	**$ 27,266.00**	**$ 40,325.00**

2. Budget Narrative

A. Basic Budget Assumptions: The following assumptions apply to both the revenue and expenditure line items:

- Whenever a per pupil calculation is involved, the starting enrollment in FY99 is 150, then increases to 170, 190, and caps at 205 in year four.
- Whenever possible actual figures from this year's budget were used as a starting point, then incremented based upon cost-of-living increments, inflation, etc.
- Level per pupil costs for the Pilot Schools were supplied by the District's budget personnel - these figures served as the base for many calculations.

Revenues

Tuition Revenues: Projected tuition revenues reflect the per pupil average for pilot schools within the district, and include the allocations for staff benefits, facility costs, transportation, central business services, etc.

The adjusted per pupil average for FY99 is $7,731, which was multiplied by 150. In subsequent years, the per pupil average was increased by 4% (the district recommended increase) and then multiplied by the projected student enrollment for that year.

Other Revenues: Included in the following three lines are the state grant for charter schools, which will be $130,000 spread over the first three years. The projected Annenberg grant ($15,000 spread over all 4 years) for district pilot schools, and is specifically allocated for professional development. The remaining income will be derived from an aggressive grant and fund-raising program, which will be implemented immediately, and grow accordingly.

Expenditures

Professional Salaries: the first two lines include the salaries for the Director, Assistant Director, and a half-time Corporate Relations Manager. The calculations are based upon actual salaries, as a starting point (projected salary for Corporate Relations) A cost-of-living increment of 3% has been applied to subsequent years. Teaching faculty, instructional support faculty, paraprofessionals and substitutes have all been included within the (FT) Teachers line item. As mentioned previously the actual staff salaries were used as a starting point and were incremented for cost-of-living (4%) and step increases. For new faculty the district average salary of $51,000 was used as the starting point - the same salary average applies to the Guidance Counselor and other instructional support faculty. An average salary of $20,000 was used for the paraprofessionals.

For subsequent years, all staff salaries were increased for step and cost-of-living raises, and were adjusted for the addition of new faculty, the details of which are detailed in the following Human Resource plan. Payroll taxes have already been deducted from the per pupil cost. Benefits have been calculated at a starting cost of $712 per staff member (includes administrative staff) for the first year, and adjusted for inflation and additional staff in subsequent years.

Administrative Staff: These line items include the following staff: a program assistant, custodial or security personnel (This is currently covered in the lease arrangement with Franklin, but is split out separately should additional services be required or should the school move to another facility.) clinical consultants for specialized student interventions or crises, and the MIS/admissions staff member. Current salaries were used for existing positions, and as explained previously increased to reflect cost-of-living raises. Estimates were used for the consultants and custodial line items.

Facility: The starting point is the projected lease amount of the Franklin facility for next year with the addition of another dedicated (BEA use only) classroom. The increases in years 2, 3, and 4 reflect the additional space needs of a growing school. Each increase in student enrollment will require additional classroom and support space. Office for the new Guidance Counselor or a technological lab for one of the vocational pathways, for example. If new space is obtained in a district school building, this line item will be eliminated, and the per pupil facility allocation (currently $459) will be deducted from the tuition revenues.

Materials/Supplies: Most line items within this section reflect the costs of providing instructional materials and textbooks to a very new venture. Initially using materials from Boston High, when the school was first founded as a school within a school, it has only been within the past year that Boston Evening Academy has started to purchase significant numbers of texts and related equipment. There is still a great demand for textbooks for the required subject areas, and for instructional equipment such as lab equipment, calculators, audio-visual equipment, etc. Although BEA has received money to equip a basic technology lab, there will still be significant demand for additional computers for the classrooms, and for specialized hardware for the technology pathways. The **Library** line item includes money to be used to establish a small school library with limited reference materials in select subject areas. Also within this line are the per pupil printing costs. This total line is calculated at the district average of $53 per pupil. Both the office and classroom furniture lines reflect monies to be used for additional computer tables, lab benches, and workspaces for additional staff members.

Other Costs: Include the following line items:

Business Services (Central) - These are the myriad services that will still be purchased through the central district office. The calculation rate is $958 per pupil. The purchase of some of these services may be negotiated in subsequent years, and a savings may well be reflected in this line item; although there may be increased costs elsewhere.
Marketing/Development - Costs in this line include marketing materials, brochures, and the related costs of development activities.
Staff Development/Training - This will cover training and professional development not covered by the Annenberg grant, for example, technology training for staff. Consultant fees for specialized training or conferences are included.
Transportation - All students are issued a pass to the MBTA - calculations are based upon the district allocation of $301 per pupil. This figure has been adjusted for inflation and additional students in subsequent years.

B. Management of school finances and financial controls:

Under the direction and oversight of the Board of Trustees, Director of BEA will have the final authority and control of all fiscal decisions. The actual development and management of the budget will be developed by the Board and the Director. The Center for Collaborative Education, Metro-West will serve as the school's fiscal agent until the 501c3 has become fully operational and fiscal policies and procedures established. On an annual basis, financial reports will be audited by an independent auditor.

3. Human Resources

A. Please indicate number of faculty to be hired and summarize hiring criteria:

Since Boston Evening Academy is already an operational school, the following plan includes current faculty and staff, as well as future staffing for the next four years. There are four distinct areas of staffing that respond to the diverse needs and unique programmatic structures of Boston Evening Academy. They are Administration, Teaching Faculty, Academic Support, and Operational Support. Within Administration are the positions of Director, Assistant Director, and in FY99 there will be a part-time Corporate Relations Manager. The roles and responsibilities of the Director and Assistant Director have been summarized in the Leadership and Governance section, with full job descriptions in the Appendix. The Corporate Relations Manager will oversee all business, employment, and corporate partnerships, in addition to having oversight responsibility for external grants and funding. Once additional grants have been obtained, an Employment Relations Specialist and Development staff will be added to that area.

In the first year of the charter, there will be nine teachers, and three paraprofessionals with an additional teacher added each year as the student numbers increase. An additional paraprofessional will be added in year three if necessary. A component of the Human Resource Plan is that the student teacher ratio not exceed 17 to 1 with partial support of a paraprofessional. (Each paraprofessional will support more than one teacher) This is to be responsive to the learning circumstances and special needs of the student population. There are four major academic areas at Boston Evening Academy - Humanities, Math, Science, and Technology - with a faculty chairperson for each area.

A screening committee composed of administration, faculty representatives, and SSAC members will interview prospective teaching and non-teaching staff members; final hiring (as well as termination) decisions will be the responsibility of the Director/Assistant Director. Part of the hiring criteria for teaching faculty is that they be strong generalists, as well as having a specific specialty area and *experience* in working with students-at-risk. Terms of employment include a 193 day school year with a minimum 35 hour work-week, and the flexibility to work two weekends a year to accommodate training, planning retreats, as well as time for special academic programs.

Non-teaching staff will also have to demonstrate their expertise in their work areas and in working with this type of student. The Academic Support area includes a Clinical Social Service Coordinator, a nurse (during school hours) with the Guidance Counselor being added in year two. Clerical and operational support personnel include an MIS/ admissions specialist, program assistant, and other support staff to be added as the school grows.

B. What will be the salary ranges for teachers and administrators?:

The salary range for teachers will follow the Boston Teacher's Union contract, including the standard BTU step and cost-of-living raises. They will also maintain their membership in BTU sponsored health and benefit plans. Salary range for administrative staff will follow the district standards set forth for administrators at that level. All other staff will have salary ranges that are consistent with the industry salaries for employees in those positions.

C. What is the school's plan for professional development ?:

Professional development occurs for all staff on a weekly basis, and may include work with a Management Consultant on topics ranging from team development to feedback skills to planning. Significant professional development time is also devoted to academic areas, and has included work with U. Mass. faculty on competencies, alternative assessment methodologies, and many other topics that strengthen their teaching practices. Math teachers also attend quarterly IMP meetings at Northeastern, and other faculty frequently attend programs to gain additional skills in their specialty areas. All staff attend a mandatory four day professional development training at the beginning of the school year, with two weekend retreats scheduled during the year.

D. How will faculty and administrators be evaluated?:

Staff and faculty are formally evaluated twice a year. At the beginning of each school year, the Director will work with all faculty (and staff) members in establishing professional/personal goals and objectives for that academic year. Performance, particularly as it reflects growth in teaching and learning, will be evaluated in relation to the pre-established goals. In addition, as a learning organization, the culture of the school is one of continuous feedback provided not only by administration, but by colleagues, as well. The Board of Trustees and the District Superintendent will be jointly responsible for monitoring and evaluating the performance of the Director.

E. What provisions of the district's collective bargaining agreement <u>will not</u> apply to teachers in the Horace Mann charter school? :

Teachers in the Horace Mann charter within the district will no longer have the rights that accrue with seniority as a teacher within the district. In particular, the traditional "bumping" patterns of the district that occur during lay-offs will no longer apply. They will also no longer have the right to bring a "grievance" to the union, although they will maintain union membership. Teachers will however, still maintain equal pay, equal step and cost-of-living increases, and equal benefits with other in-district teachers.

IV. Action Plan

IV. Action Plan

A. School Opening

Boston Evening Academy is already open and operating as a Pilot School. It is anticipated that the school will still be located at the Franklin Institute of Boston during the 1998-99 school year. We do not anticipate any difficulties opening as a Horace Mann charter in the fall of 1998, because we have set up the operational and educational structures necessary to open.

B. Strategic Planning

BEA opened with a full-time faculty and staff the fall of 1997. In the next six months, the school is undergoing a strategic planning process with an organizational consultant. The strategic planning will involve school stakeholders such as teachers, students, parents, and Board members.

In addition, BEA is retreating three times this academic year to work on the following topics: collaborative inquiry, school direction, curriculum and technology training.

C. Timeline

The timeline below highlights the steps Boston Evening Academy would take in order to open as a Horace Mann charter in the Fall of 1998. As noted previously, because Boston Evening Academy is already open as a school, much of the infrastructure is already in place to allow for the school to open as a Horace Mann charter school in September 1998:

February 1998	Receipt of Charter Recruiting staff for additional positions
March 1998-May 1998	Interview and hire staff Solidify 1998-99 Memorandum of Agreement with Franklin Institute Finalize budget Initiate process to create a non-profit corporation Recruit and select Board of Trustees
June 1998	Order supplies for 1998-99 school year
July 1998	Staff retreat to plan for school opening Faculty retreat to plan curriculum Recruit additional students
August 1998	Staff begin back full-time Receive Letter of determination from IRS regarding non-profit corporation
September 1998	Open School

V. Appendices

I. Information Sheet
II. Phoenix article
III. BEA Competencies
IV. Support Letters
V. Senior Portfolio Requirements
VI. Pathways Schematic
VII. Organizational Chart
VIII. Board Roles and Responsibilities
IX. Board Membership and Mtg Dates
X. Director's Job Descriptions
XI. Founders' Biographical Statements

Boston Evening Academy
at The Franklin Institute
Information Sheet
1997-98

Address: 41 Berkeley St. Boston, MA 02116
Phone: (617)635-6789
Fax: (617)635-6308
Hours of Operation: 10:00am-8:30pm Mon-Th, 9:00am-2:00pm Fri

Personnel

Director: Ferdinand Fuentes Assistant Director: Margaret Maccini

Full- time Faculty: 5 (1 math/science, 3 Humanities/writing, 1 special needs)

Part-time Faculty: (2 math/science, 1 technology, 1 student support)

Student Data

Total Student Enrollment: 147

Males: 67 Females: 80

Age Range: 15 years old - 25 years old 46% under 18 54% over 18

Pregnant or parenting: 30%
(Many students have more than one child)

Working: yes 51% no 49%
(74% over 20 hours per week)

Black	White	Hispanic	Asian	Native American
90 (61%)	11 (8%)	41 (28%)	4 (2%)	1 (.6%)

Students returning to school after previously dropping out of school: 50%

Higher Education

(based on 1997 graduating class statistics)

4 year college	2 year college/technical school
41%	33%

Appendix II

(Excerpted from Boston Phoenix article (p 8+ of 11/21/97)

Boston's pilot schools raise an interesting question: how committed is this city to fixing education, really?

Flying solo

BY YVONNE ABRAHAM

FIFTEEN THIRD-GRADERS, bundled up against the cold, are playing freeze tag outside the Young Achievers Academy, in Mission Hill. The game doesn't last long: the blacktop that passes for the school's playground is only slightly bigger than the average suburban driveway, and the kids can't run far. In less than 10 minutes, all but a few of them are standing still, loudly egging the others on, their breath visible. They might have played in the basement cafeteria, but the kids from Mission Grammar, the Catholic school from which Young Achievers leases classroom space, are already down there, playing basketball. Big silver trash cans, propped up on furniture, serve as hoops.

Space is tight throughout the school: the girls have a single bathroom, also shared with Mission Grammar, and there's only one working washbasin in it. Next year, Young Achievers will add another grade (as it has done in each of the last two years), and the school will need to negotiate to rent more classrooms. And even if they get those extra rooms, the whole school might be homeless next year anyway, when its lease is up.

And yet parents are clamoring to get their kids in here: the waiting list for Young Achievers is 250 names long. The academy is a pilot school, one of 11 innovative schools authorized by the school department, the school committee, and the Boston Teachers' Union since the spring of 1994 in the interest of bringing change to the deteriorating Boston public school system. Free of most union and district rules, the pilot schools can choose their own teachers and set their own hours. They were designed to find new ways of educating, to pioneer models that could be adopted by the entire system.

But despite the good work the pilot schools are doing, the city has not backed them up. They are plagued by facilities problems. They must battle daily for the autonomy they were promised. And the rest of the school system isn't taking up the lessons they can provide: lessons on reconfiguring the school day, on nurturing enthusiasm among teachers, on getting through to kids beyond the reach of traditional approaches. The city is in danger of squandering the hope the pilot schools offer, and of ducking the radical change they represent.

BAND-AID SOLUTIONS: *"If you're committed to public education, you also have to be committed to public property," says Downtown Evening's Ferdinand Fuentes.*

But the school system needs that change, and fast. Most of this city's 123 schools have been consistently shortchanging their students for more than a decade. Test scores are alarmingly low, truancy and dropout rates alarmingly high. Kids have been shunted from one grade to the next regardless of whether they are qualified. Parents who can afford the choice take their kids out of the public school system — or out of the city altogether — when the students reach middle-school age.

Both Mayor Thomas Menino and Schools Superintendent Thomas Payzant have promised action, and they've promised it soon. Every year without reform sends another class of disastrously unprepared kids into the real world: there's no time for modest, incremental change. The clock is ticking.

Since pilot schools began three years ago, they have been helping a wide range of students, from gifted kids to those the system had given up on. The schools offer longer days and smaller classes, specializations in science or performing arts, com-

Appendix II

(Excerpted from Boston Phoenix article (p 8+ of 11/21/97)

AT THE Downtown Evening Academy, kids who were beyond the reach of traditional schools are steadily moving toward something most of them gave up on years ago: high school diplomas.

"These are the kids nobody wants," director Ferdinand Fuentes says of his 150 charges. Forty percent are teen parents. Fifteen percent have been through the juvenile justice system. Here, the students get individual attention, and they advance through the school's three grades (Foundations, Pre-Senior, and Senior) only when they've mastered the necessary skills. "Other teachers just passed out books and waited for the work to be done," says Rondell Griffin, who never before attended school regularly; he has just earned his first A-minus ever. "Here, they ask questions and wait for answers."

Fuentes is proud that about 70 percent of his students attend classes at least 80 percent of the time: quite an achievement, since most of them are holding down day jobs as well.

But he can't fully enjoy his progress with kids like Griffin: He's too busy worrying about whether his school will have a decent home after next year.

And he's not the only one: every other pilot school in the city is plagued by concerns over inadequate and impermanent facilities. Some have spaces that aren't big enough for their needs right now, let alone when they expand as planned. Some must pay rent with money meant for books, furniture, and teacher salaries. Some have only temporary homes, and face uncertain futures as their leases expire in the next couple of years. Most face all of these problems at once. And two pilot schools — the Boston Arts Academy and the Josiah Quincy Upper School — have yet to open because they've had so much trouble finding homes.

Payzant says the pilots are "essential to educational reform." Menino has touted them as one of his administration's signal achievements. So you'd think the city and the school district would be falling over themselves to support schools like the Downtown Evening Academy. But so far, the support has stopped short of bricks and mortar. Look at the pilot schools, and you will find the limits of this city's commitment to educational reform.

Seeing the existing pilots' facilities problems worsen as leases run out and student populations climb, an overwhelmed school committee made sure the last three pilot schools to be approved knew that facilities were entirely their responsibility. (Right now, Payzant says, he's not sure whether the committee will solicit proposals for more pilots, but if it does, no schools without permanent facilities will be considered).

Wrong response, say pilot directors: "You can't have an educational need and not a facilities need," says Linda Nathan, codirector of the phenomenally successful Fenway Middle College High School, which has just learned it will probably have to leave its digs at Bunker Hill Community College.

"If you're committed to public education, you also have to be committed to public property," says the Downtown Evening Academy's Fuentes. He leases his classrooms from the Franklin Institute for $68,000 a year. That money comes out of his school's operating budget — which means his students effectively have fewer resources than do kids in the mainstream schools, most of which are housed in city-owned buildings. The Downtown Evening Academy also has no access to the building outside school hours, which makes it very difficult to provide the students with extra help.

Appendix III

BOSTON EVENING ACADEMY
COMPETENCIES
DRAFT / DECEMBER 15, 1997

The ***BOSTON EVENING ACADEMY*** proudly presents its ***COMPETENCIES***. Each ***COMPETENCY*** is accompanied by the ***COMPETENCY STATEMENT*** which further explains the specific ***SKILLS*** students will successfully demonstrate within that competency, in order to meet the graduation requirements.

1. COMMUNICATIONS COMPETENCY:
   Students will communicate through effectively speaking, writing and listening. Students will understand the different contexts and environments that reflect interpersonal and a professional communication.

2. ARTISTIC EXPRESSION COMPETENCY:
   Students will demonstrate a level of awareness and appreciation for the *ARTS* through the participation in and observation of artistic expressions.

3. LITERATURE AND HISTORY COMPETENCY:
   Students will explore a variety of literature genres in relation to historical perspectives and influences. Students will be exposed to and explore the connection within the Humanities; literature, American and World history, Sociology, Philosophy, Geography Economics and Political Science.

4. COMPUTATION / MATHEMATICS COMPETENCY:
   Students will compute numbers using a variety of tools including problem solving, interpretation, number sense, measurement and use of mathematical properties.

5. SCIENCE COMPETENCY:
   Students will demonstrate inquiry and an understanding of the disciplines of life, earth and the physical sciences and examine the impact of science on our lives.

6. CRITICAL THINKING COMPETENCY
   Students will demonstrate an understanding and use of the 5 Habits of Mind; Perception, Evidence, Relevance, Connection, and Supposition. (Habits of Mind from Central Park East High School, New York, New York.)

7. PROFICIENCY IN TAKING STANDARDIZED TESTS COMPETENCY:
   Students will prepare for and take a variety of standardized tests.

8. CIVIC RESPONSIBILITY COMPETENCY:
   Students will demonstrate a level of social awareness and concern through the understanding and participation in civic functions and processes.

9. PERSONAL DEVELOPMENT COMPETENCY:
   Students will develop a long-range personal development plan including post-graduate goals (career / college), and identify their own personal strengths and resources.

10. INVENTIVENESS COMPETENCY:
    Students will demonstrate the ability to "break new ground" using personal creativity, interests and skills.

11. TECHNOLOGY COMPETENCY:
    Students will understand the influence of technology on society and our lives, and be able to use and understand a variety of technological mediums.

Appendix III

SENIOR
SCIENCE
COMPETENCY
1997-1998

STUDENT CHECKLIST

COMPETENCY: Students will demonstrate inquiry and an understanding of the disciplines of life, earth and physical sciences and examine the impact on our lives.

CRITERIA	METHOD OF EVALUATION	DATE COMPLETED	GRADE	EVALUATOR
1. Students will generate testable questions.				
2. Students will distinguish between variables and controls.				
3. Students will use vocabulary, symbols and technology.				
4. Students will use representing data and identifying trends.				
5. Students will draw conclusions supported by evidence.				
6. Students will communicate results and conclusions.				
7. Students will evaluate experiment designs.				
8. Students will understand and use models appropriately.				
9. Students will appreciate the value of different perspectives in science.				
10. Students will recognize the impact of science on society.				

Appendix VI

University of Massachusetts Boston
Harbor Campus
100 Morrissey Boulevard
Boston, MA 02125-3393
Tel 617 287-5000
Fax 617 265-7173

December 10, 1997

Ferdinand Fuentes, Director
Boston Evening Academy
at the Franklin Institute of Boston
41 Berkeley Street
Boston, MA 02116

Dear Mr. Fuentes:

On behalf of the College of Public and Community Service (CPCS) at the University of Massachusetts at Boston, I am pleased to write in support of the Boston Evening Academy's (BEA) application to become a Horace Mann Charter School. As an educator, I am aware of the need to explore new opportunities for creating learning environments for our public high school students, particularly those most at risk, the precise population that the BEA serves.

It has been an exciting experience for me to work with you and your teaching staff as you develop a competency-based curriculum which will assure that the graduates of BEA will meet clearly stated criteria and standards in a variety of skill and knowledge areas. Because BEA has chosen to address the learning needs of those students who have traditionally had the most difficulty in school and are most at risk, the decision to develop a competency-based education model makes good sense. Such a model helps students become responsible self-directed, life-long learners ready to contribute to the 21st century.

In addition, your dedicated teaching staff is constantly refining their teaching methods to take advantage of those most appropriate for your students. Working with small groups of students around projects provides for exciting learning. It offers your teachers the chance to get to know your students well, and it offers your students the opportunity to become a part of a teaching and learning team.

Finally, the fact that BEA is the only public high school that offers an evening program for its students should not go unmentioned. So many of your students work and are single parents; an evening program allows them to obtain a Boston Public Schools diploma while meeting their other responsibilities.

I look forward to continuing the collaboration between CPCS and BEA as we seek to serve a student population that is deserving of the very best we can offer.

Sincerely,

Emilie D. Steele

Emilie D. Steele, Ed.D.
Associate Professor Adult Training and Development
College of Public and Community Service

cc: Ismael Ramirez-Soto, Dean

Appendix VI

Crittenton
HASTINGS HOUSE

December 5, 1997

Ferdinand Fuentes
Director
Boston Evening Academy
41 Berkeley Street
Boston, MA. 02116

Dear Mr. Fuentes,

I am pleased to support the Boston Evening Academy's application to become a Horace Mann Charter School.

Boston Evening Academy and Crittenton Hastings House have been working together on a collaboration to provide child care services for the Academy's students. Crittenton Hastings House provides comprehensive social, educational and health services to a highly diverse population. One such group is teen parents. A core objective for this population is to provide supportive services which enable students to continue their high school education during their pregnancy and after delivery. Through a partnership with eight area high schools in Boston, case managers offer teen parents life skills training, parenting education, and counseling. Three of our four early care and education centers provide child care services for the young parents who are linked with our school-based programs.

Discussions regarding the child care project and ways Crittenton and BEA might work together have increased my respect for the Academy's program. Boston Evening Academy is a unique school in that it offers creative, innovative and progressive education for Boston's highest-risk students; students returning to school after dropping out; young parents, and students with special needs. It is the only Boston high school to offer a diploma to evening students. Mr. Fuentes, Ms. Maccini, and the faculty have demonstrated a clear understanding of the distinct academic and personal needs of their students by designing and developing a competency-based studies program that utilizes a faculty advisory model. Its location on the campus of the Franklin Institute of Boston offers a richer program allowing students to take advantage of the Institute's many resources. Mr. Fuentes' and Ms. Maccini's interest in partnering with us reflects innovative thinking and leadership in programming regarding their dedication to their students needs.

I sincerely hope that the Boston Evening Academy is successful in its application to become a Horace Mann Charter School.

Sincerely,

Milena Gostanian

Milena Gostanian
Director of Early Education

Ten Perthshire Road • Boston, MA 02135 • 617/782-7600 • Fax: 782-6845

Appendix VI

INTERACTIVE MATHEMATICS PROGRAM

I M P

New England Regional Center
Northeastern University
102 Cahners Hall
Boston, MA 02115
617/373-2276
FAX 617/373-8562

December 10, 1997

To Whom It May Concern:

I am writing in support of Boston Evening Academy's application to become a Horace Mann Charter School. As one of the directors of the Interactive Mathematics Program (IMP) I have had many contacts with BEA's mathematics teachers, resource room teachers and administration as they have begun to implement the IMP curriculum. I have been consistently impressed with their enthusiasm, their ability to work with high-risk students, their sensitivity to the needs of their students and their creativity and flexibility.

The fact that they are interested and willing to implement the IMP curriculum demonstrates that BEA is not only aware of the academic changes called for in the new Massachusetts Mathematics framework, but is concerned about bringing the latest in innovative teaching and assessment techniques to their classes. Both their mathematics and resource room teachers attended our five day summer workshops and are continuing to attend the follow-up school year workshops, showing a dedication to teacher growth and proper classroom implementation of IMP.

In my discussion with these teachers I have been impressed with the school concept itself. BEA is the only evening Boston Public High School that grants a diploma. It is located on a college campus allowing its students to take college course and use the college's resources. But most importantly, it provides a safe, nurturing and academically stimulating environment for its at-risk students.

I have worked with the Boston Public Schools for over twenty years in a variety of capacities and understand the problems and needs of its students, teachers and administrators. Becoming a Horace Mann School will greatly enhance Boston Evening Academy's ability to address these problems and needs.

Sincerely,

Carla Oblas.
Co-director.

BOSTON INITIATIVE

Appendix VI

FOR TEEN PREGNANCY PREVENTION

30 Winter Street, 11th floor
Boston, Massachusetts 02108
(617) 482-9122
(facsimile) (617) 482-9129

December 3, 1997

Meg Mancini, Assistant Director
Boston Evening Academy
Franklin Institute of Boston
41 Berkeley Street
Boston, MA 02116

Dear Ms. Mancini:

I am pleased to write a letter of support for the Boston Evening Academy's application to become a Horace Mann Charter School. As the Executive Director of a teen pregnancy prevention initiative in Boston, I am aware of the vital role that Boston Evening Academy plays in educating our most under-served population.

I consider the innovative programming, including the school-to-career program and the multi-media lab, to be of exceptional quality. The staff and administration exhibit caring leadership and knowledge through an Advisory model where teachers work closely with a group of students in order to get to know them well and support them academically. This type of educational environment allows young people to fully reach their potential.

It is very important that we support educational opportunities for a wide range of youth in our city, particularly parenting teens, students who are returning to school after dropping out as well as students with special needs. Boston Evening Academy has remained committed to serving this population well.

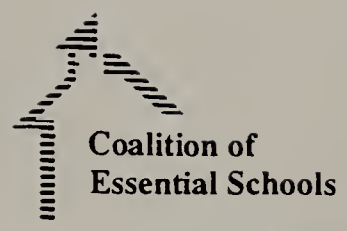
I reiterate our strong support for the Boston Evening Academy's application to become a Horace Mann Charter School. The program will be strengthened and enhanced by the new status and will therefore only increase its excellent programming for youth in the city of Boston.

Please do not hesitate to contact me if you have any questions regarding this letter of support. Thank you for your important work.

Sincerely,

Susan Covitz, Executive Director

Center For Collaborative Education
Metro Boston, Inc.
250 New Rutherford Avenue, Suite B108
Boston, MA 02129



Commissioner Robert Antonucci
Massachusetts Department of Education
350 Main Street
Malden, MA 02148

January 2, 1998

Dear Dr. Antonucci:

I am writing in support of the Boston Evening Academy's Horace Mann application. The Center for Collaborative Education (the Center) has been working with the Pilot Schools of Boston since their inception nearly three years ago as the convening organization of the Pilot School Network. Boston Evening Academy (BEA) has been an active member of this network from the beginning and has brought a unique voice to the table being the only school in the network, and in the city, operating in the evening in order to best support the most under-served student population of Boston.

Fred Fuentes is in his second year as both the Director of the Boston Evening Academy and a member of the Pilot School Network. Fred has been an active member of the network serving on the Fiscal Autonomy Committee which works with the Center and the Boston Public Schools Budget office around Pilot School budget equity and autonomy issues. His years of experience working in and around the Boston Public Schools has brought much appreciated insight to the Pilot School network as these schools forge into new territory for the district. As a school leader Fred has brought Boston Evening Academy to their new space at Franklin Institute, a much needed move for the school community. He has also built many community and business partnerships to strengthen the pool of resources for BEA students and faculty.

As the schools Assistant Director, Meg Maccini brings a wealth of knowledge about teaching and learning, curriculum design and development, and faculty leadership. The Center has worked with Meg over the last three years even before she took the position at BEA. Meg is one of the Center's main practitioner consultants who has worked on site with schools around issues of curriculum and graduation by portfolio and exhibition. In addition she has facilitated workshops and day long institutes for school practitioners on an array of topics. At BEA, Meg has worked with the staff to develop the schools educational program into a focused and rigorous program appropriate for their students.

The Center has seen Boston Evening Academy grow an enormous amount in the last two and half years and has appreciated being a part of their work. The Center has looked to both Fred and Meg for insight into its own work both in Boston and across the state as we support schools that are struggling with issues of change and development. The Boston Evening Academy under the leadership of Fred Fuentes and Meg Maccini is an asset to the Boston Public Schools. If granted Horace Mann Status, BEA could help pave the way for schools across the state to better serve the highly at-risk populations of their district. With that, I submit this letter of support for the Boston Evening Academy's Horace Mann application.

Sincerely,

Jennifer London
Coordinator, Center for Collaborative Education

Tel: (617) 242-7730 Fax: (617) 242-7732

Appendix V

Downtown Evening Academy
Senior Academic Portfolio Requirements
1997-98
(Draft #3 12/4/97)

The **ACADEMIC PORTFOLIO** is an important part of the graduation portfolio. The *Academic portfolio*, the *career exploration portfolio* and the *project portfolio* form the three components of the senior portfolio. The academic portfolio has specific criteria that need to be addressed by the student. These criteria are laid out as follows:

Organizational Format: The Academic Portfolio should be organized in the following way and order:

*Submitted in a binder or folder
*Cover Page that includes the following: name of student, date submitted, student's name, advisor's name, and title for portfolio (Senior Academic portfolio)
*Have a cover letter (see below for specifications)
contain final drafts that are word-processed (where applicable)
*Piece should be separated in the order of competencies with a cover page stating the competency and the titles of the pieces submitted
*be error-free (except for drafts!)
*include draft work attached to final copy

Contents of the Portfolio:

1. The **COVER LETTER** is the introduction to the portfolio. It is the first thing that the reader will see. The cover letter is an opportunity for you to introduce your work and to explain why you include it in your portfolio and what this work says about your readiness to graduate. Consider these questions when writing your cover letter:

Why am I including these pieces?
What competencies do these pieces fulfill?
What is the important information that the reader should know regarding the context (or history of the piece?)
What do the drafts that I have included say about the evolution of this work?
What does this work say about me as a learner?
What piece(s) am I the most proud of? Why?
What pieces am I not as proud of? Why?

Tips: *Italicize* or **bold** the titles of the pieces that you include and the competencies the piece fulfills. (Note: Pieces may fulfill more than one competency, but you must include at least three pieces (and not more than 5) from each class.

2. A piece that shows **EVIDENCE OF ACADEMIC RESEARCH**. This should include:

-a paper of at least 5 pages, 5000-7000 words
-font size no smaller than 10 points, no larger than 12 points
-font style that is readable and professional (recommended fonts: TIMES NEW ROMAN CENTURY SCHOOLBOOK, ARIAL, or BOOK ANTIQUA)
-citations where appropriate (citations are a method for stating where information was obtained)*
-a bibliography that lists at least 5 references used for the research*. References can be books, journals, magazines, (not more than one) Internet, newspaper articles, and interviews (not more than one).

*BEA follows the formats laid out in the Modern Language Association's (MLA) Style Guide

Appendix V

3.** A **PERSONAL STATEMENT** of at least page that addresses who you are as a life-longer learner (What have I learned about the ways in which I learn best?). what your strengths and challenges are as a learner? (Tip: You may use some of your narratives and question your teachers to help you to complete this piece, but you should also REFLECT on the information that you obtain.)

4.** Choose a piece that you've done this year that you feel addresses the **BEA's ESSENTIAL QUESTION** of "Who are we?" (This could be a piece you did for class, or could be from an urban lab experience, etc. This could also be a piece of art work or a project as well. Make sure that you explain why you've chosen this piece in your cover letter!)

5. Choose **3 (and not more than 5) pieces** from each **ACADEMIC CLASS** that address BEA's 10 competencies. Remember that you may use a piece for more than one competency. See specifications above for how these pieces should be organized.

It is recommended that the **PERSONAL STATEMENT and the **BEA's ESSENTIAL QUESTION** be completed in two different formats. Meaning if one is a written presentation, the other should be more "creative" and "innovative". Examples of these formats are a personal photo album describing the task, poetry, drawings, collages, or video presentations. See any faculty member for assistance if you have any questions.

Appendix V

CAREER PORTFOLIO
REQUIREMENTS
1997-1998

The Career Portfolio is an important part of the Senior Portfolio. This component not only encourages you to begin your own collection of important documents that will assist you as you peruse a career or pathway after graduation, but it also allows you to explore a variety of options available to you. The following is a list of the specific requirements and the respective assignments necessary in order to complete your Career Portfolio. Individual tasks will be further explained in detail in the Career Portfolio Guide.

PAPER PRESENTATION:

1. Resume;
   a. Planning and Organization Notes (From the in-class workshop)
   b. Rough Draft
   c. Final Draft

2. Cover Letter;
   a. Planning and Organization Notes (From the in-class workshop)
   b. Rough Draft
   c. Final Draft

INTERVIEWING:

3. Description of an Interview you participated in;
   a. Rough Draft
   b. Final Draft

4. Presentation of the Do's and Don't of Interviewing; this can be presented in a variety of ways... Written, video, poster presentation, tape, skits, a handbook, etc.

5. A Thank you letter to an employer after an interview;
   a. Rough Draft
   b. Final Draft

PERSONAL EXPLORATION:

6. Post-Graduation Plan; a presentation of your personal goals for after graduation. This plan will show what you hope to achieve in one year, three years and five years and then you will explain what steps you will take to reach these goals.

7. Career Pathway Exploration; this components requires you to choose a particular career and research it thoroughly, then presenting your observations. Your research includes interviewing someone in the field, job shadowing, and collecting a variety of resources that present a wide range of perspectives of the career. This component will be concluded with a synopsis of your observations and a reflection of your experience as well as your own views of whether or not you can see yourself in this career.

EVALUATIONS:

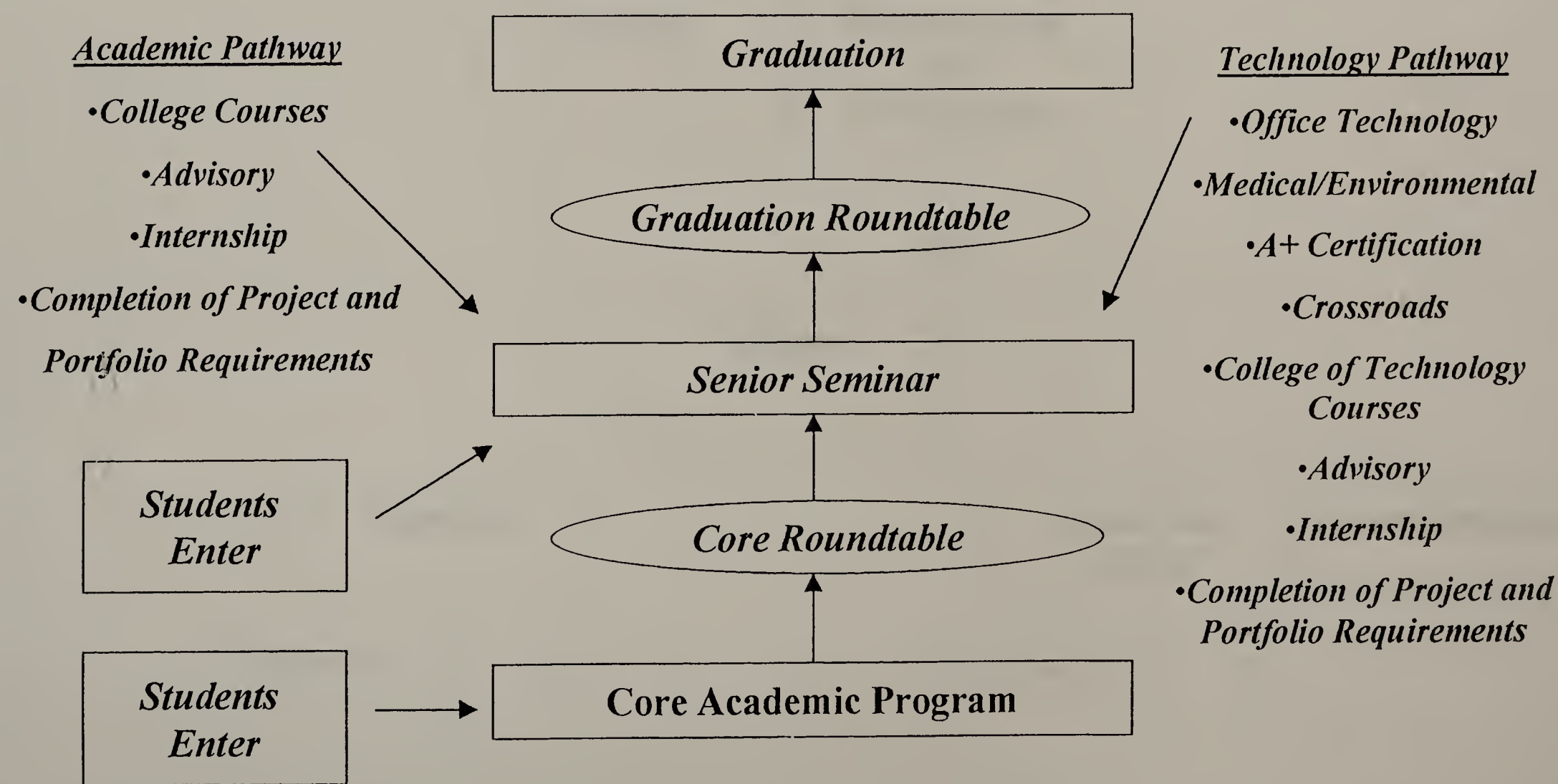
8. Evaluations from the worksite;
   a. SELF-EVALUATION, based on your own feelings of your work performance.
   b. EMPLOYER/SUPERVISOR EVALUATION

9. Guest Speakers' Reflective/Evaluation Forms (2); this is a personal reflection based on what you got out of various guest speakers/workshops presented throughout the semester.

10. Journal; a part of entire Senior Portfolio.

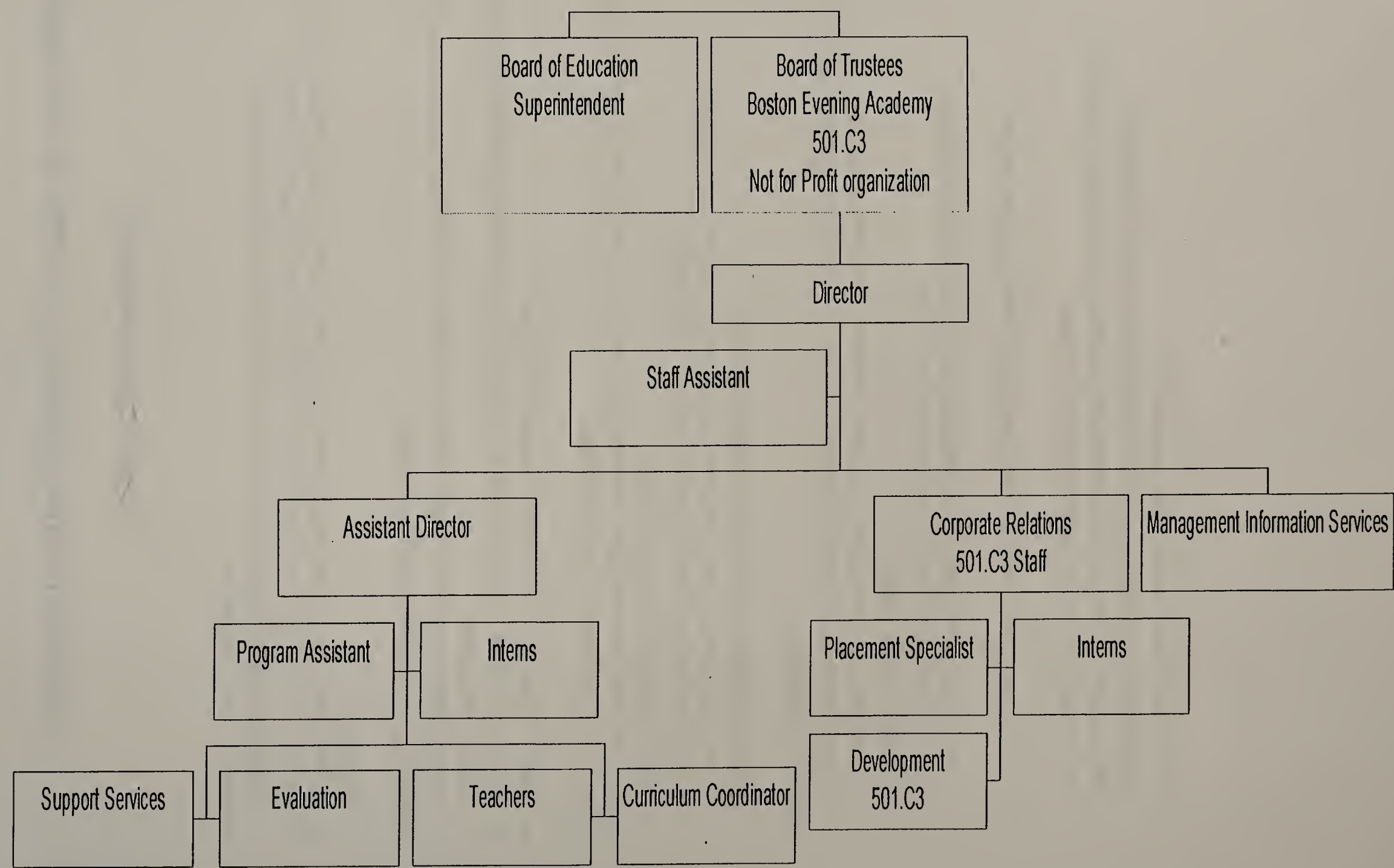
11. Letters of Recommendation; you will include TWO Letters of Recommendation from either a teacher, school administrator, employer and / or co-worker into your portfolio.

Boston Evening Academy Pathway Schematic
1997 - 1998



Boston Evening Academy

Organizational Chart 1997-98



Appendix VII

Appendix VIII

BOSTON EVENING ACADEMY - BOARD OF TRUSTEES

Roles & Responsibilities

Governance and Leadership

- Oversight responsibilities for the entire non-profit organization (the 501.C.3)
- Determines the vision and mission (with staff) for Boston Evening Academy
- Supports and reviews the performance (with Boston Public Schools administration) of BEA's Director

Ensures Effective Organizational Planning

- Participates in strategic planning process ensuring that plans are consistent with the BEA mission and vision
- Approves annual operational plan ensuring that objectives are measurable and consistent with
- strategic plan and overarching organizational goals

Ensures Good Organizational Functioning

- Reviews and approves roles, responsibilities and job descriptions for faculty, staff, administrators, and Board members
- Establishes and maintains linkages with key stakeholders
- Ensures the Board's basic legal and ethical responsibilities are fulfilled
- Fosters teamwork, respect and conflict resolution

Resource Management

- Works with Director and development staff to secure adequate funding (beyond District allocations) to achieve Boston Evening Academy goals and objectives
- Approves annual budget
- Reviews contracting and financial reporting process
- Provides for annual audit by an independent certified public accountant

Monitors School Site Advisory Council and Other Board Subcommittees

- Advocates on Behalf of Boston Evening Academy
- Ensures that the Board is representative of school and non-profit stakeholders
- Establishes relationships with the greater Boston business community
- Establishes general community relationships

Appendix IX

BOSTON EVENING ACADEMY

♦♦♦

41 Berkeley Street ♦ Boston, MA 02116
Phone 617-635-6789 ♦ Fax 617-635-6380

SCHOOL SITE ADVISORY COUNCIL

MEMBERSHIP

Frank Barros
Boston Evening Academy
41 Berkeley Street
Boston, MA 02116
617-635-6789
(Student Representative)

Mayra Colon
80 Orleans St. Apt.2
East Boston, MA 02128
617-567-4873
(Family Member of Student)

Nancy Hughes
Humanities Teacher
Boston Evening Academy
41 Berkeley Street
Boston, MA 02116
617-635-6789
(Teaching Staff Representative)

Brad Howard
YouthBuild Boston
173A Norfolk Ave.
Roxbury, MA 02119
617-445-8887 (107)
(Community Representative)

Margaret Maccini
Assistant Director
Boston Evening Academy
41 Berkeley Street
Boston, MA 02116
617-635-6789
(Non-teaching Staff Representative)

Ashley McCumber
Director of Development & Communications
Codman Square Health Center
637 Washington St.
Dorchester, MA 02124
617-822-8165 (w) 617-296-3959 (h)
(Community Representative)

Mary Pola
63 Hillside St. Apt. 1
Roxbury, MA 02119
617-482-9122 ext.110 (w)
(Community Representative)

Dr. Alan Sheppard
Vice President - Operations
Franklin Institute of Technology
41 Berkeley St.
Boston, MA 02116
617-423-4630
(Academic Representative)

Dr. Emilie Steele
Associate Professor
College of Public & Community Service
University of Massachusetts - Boston
100 Morrisey Blvd.
Dorchester, MA 02125
617-287-7174 (w) 617-738-6148 (h)
(Academic Representative)

Non-Voting Member:
Freddie Fuentes
Director
Boston Evening Academy
41 Berkeley Street
Boston, MA 02116
617-635-6330

Appendix IX

BOSTON EVENING ACADEMY

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41 Berkeley Street ♦ Boston, MA 02116
Phone 617-635-6789 ♦ Fax 617-635-6380

SCHOOL SITE ADVISORY COUNCIL

MEETING SCHEDULE

December 10, 1997	3:00 - 4:30 p.m.
January 14, 1998	3:00 - 4:30 p.m.
February 11, 1998	3:00 - 4:30 p.m.
March 11, 1998	3:00 - 4:30 p.m.
April 8, 1998	3:00 - 4:30 p.m.
May 13, 1998	3:00 - 4:30 p.m.
June 10, 1998	3:00 - 4:30 p.m.

Appendix X

BOSTON EVENING ACADEMY - DIRECTOR

Roles & Responsibilities

Governance and School Oversight
- Board of Trustees
- School Site Advisory Board
- Strategic planning and visioning
  - For governance and school programs
- Establishment of school as non-profit 501(c)(3) organization

External Relations
- Corporate and foundations (business and non-profit)
- Community and government agencies (City Council, State House)
- Academic partners - Franklin, U. Mass.-Boston, School to Career, and others

Fundraising and Proposal Development
- Public relations and marketing
  - Development of (marketing) materials about the school
- Completion of RUFC grant
- Research on grant availability
- Proposal development

Financial Management/Budgeting
- Reconciliation of FY97 budget
- Development of FY98 budget, including budget negotiations and reallocations
- Fund management
- Contract management
  - MOA with Franklin Institute
  - External vendors, internal vendors, and union contracts

Infrastructure and Facilities Management
- Establishment of systems and processes for purchasing, facilities utilization, etc.

Personnel
- Hiring - decisions and process
- Coaching, mediation, interventions (secondary - after initial intervention with AD)
- Evaluations

Teaching and Learning
- Instructional support
- SPED instructional support

Appendix X

- Mentoring instructional teams
- Technology - support and development
- Serves on graduation committees

External Evaluations and Applications
- Reapplication for continued pilot school status
- Application with other pilot schools to become Horace Mann charter school

Boston Public Schools
- Response to and interaction with School Committee, Superintendent, other Court Street and administrative personnel
- Maintains school's fiscal autonomy
- Involvement in and liaison to:
  - BPS Cluster - meetings and activities
  - Pilot school network and BESR meetings
  - Annenberg Institute for School Reform

Special Events
- Decisions on events, activities, themes, parent and student involvement
- Oversees event - manages event coordinator(s)

General School Oversight
- Supervises Assistant Director

Appendix X

BOSTON EVENING ACADEMY - ASSISTANT DIRECTOR

Roles & Responsibilities

Operations Management

- Assures smooth functioning of Franklin/BEA interface (Security, custodial, etc.)
- Oversees all office functions
  - Student records (health, transcripts, etc.)
- Coordinates implementation of policies/actions
- Creates and maintains school calendar
- Scheduling - design and implementation
- Oversees compliance with school schedule/calendar
- Coordinates all support services
- Assures compliance with BPS operational or safety guidelines
- Budget/Curriculum

Teaching and Learning

- Oversees student assignment/placement
- Supervises curriculum coordinator
- Participates in decisions on shape, design, content of school curriculum/assessment
- Coaches curriculum teams
- Mentors and coaches individual teachers
- Part of design process for competencies and graduation structure
  - Serves on graduation committees
- Coordinates higher education, internship, and community service programs
- Part of overall school evaluation and assessment process

Staff Supervision

- Supervises all staff
- Works with Director on staff evaluations
- Works with Director on hiring and terminations
- Oversees staff professional development - design and implementation (with appropriate staff and Director feedback)
- Helps staff to develop and realize professional goals

Student Discipline

- "Addresses" student disciplinary issues and related paperwork
- Develops positive relationships with/between students and staff to avert disciplinary issues
- Refers students to appropriate resources and counseling
- Follow-up

Appendix X

Grants and (written) Fundraising Materials

- Input on development and implementation of BEA Development Plan
- Coordinates promotional materials for the school
- Develops appropriate program-related materials
- Assists in grant and proposal writing

External Relations

- Coordinates placement of interns/volunteers from external organizations such as Harvard, Boston Partners in Education, etc.
- Serves as school liaison to the following organizations:
  - Annenberg Institute
  - Center for Collaborative Education
  - BPS Center for Leadership Development
  - Coalition of Essential Schools
  - Harvard Graduate School of Education

General Oversight of the School in Lieu of Director

Appendix XI

Ferdinand Fuentes

Ferdinand Fuentes is a Hispanic American of Puerto Rican decent. He was born in the south side of New York City. At the age of sixteen he was admitted to the University of Puerto Rico where he completed his Bachelor of Arts in Social Sciences. During his college years, he was employed as the Assistant Operations Manager of the San Juan International Airport where he managed all related personnel and operations services involving over 300 staff members. After graduating, Mr. Fuentes was employed by Carolina District as a resource and evaluation teacher for the Amelia Exposito Elementary School. In the 1980s he came to Boston and took a position through the Department of Social Services as a social worker. He was later recruited by the Boston Public Schools to work with issues of desegregation and community education. Within the Boston Public Schools, he became the First Hispanic Attendance Officer, working with high-risk students.

Mr. Fuentes obtained a Masters Degree in Divinity at Andover Newton Theological School. He is the cofounder of the Hispanic Community Church, and Going Places Ministries, a drop out community intervention program for high-risk youth in Jamaica Plain. In addition, he served as Project Manager for the Hispanic Poverty Project in Hartford Connecticut. He has served as a training consultant for Keystone Associates and Stutman Associates. He has been an organizational and systems consultant with non-profit organizations and larger national religious organizations, both here in the Northeast and in the West Coast. Mr. Fuentes was employed by the Department of Health and Hospitals to develop School-Based Health Centers within the city of Boston. Mr. Fuentes is also an ordained United Church of Christ minister, a well known speaker and trainer and teacher at Roxbury Community College, the Gordon Conwell Theological and Andover Newton Theological Seminaries. His vast background in both community and organizational systems combine a unique blend of skills that enhance his creative management style and strong leadership skills.

Appendix XI

Margaret R. Maccini

Margaret Maccini brings diverse work experience and skills to her position as the Assistant Director of the Boston Evening Academy. She spent seven years as a Humanities and Global Studies teacher in rural, suburban and urban high schools in New York and Massachusetts. To her current position, she brings her skills in developing and writing curriculum, program development, proposal development and writing, classroom instruction, management, coaching and counseling. For the past four years, Ms. Maccini worked at Fenway Middle College High School as the Director of Development and most recently, as a Senior Humanities instructor and Coordinator of Senior Institute. An important part of her role was to develop and refine Fenway's senior graduation requirements, and protocols for assessment and evaluation of student work.

Ms. Maccini is entering her second year as a Critical Friend Coach and member of the National School Reform faculty of the Annenberg Institute for School Reform. She has also been an active participant in the *Coalition of Essential Schools* network, as a teacher in a Coalition school. She has presented twice at the national *Coalition of Essential Schools* Fall Forum conferences in New York City and Albuquerque. Ms. Maccini is also a consultant with the Center for Collaborative Education- Metro Boston, Inc. Ms. Maccini is committed to whole school change and systemic reform and sees her work through these three organizations as furthering those interests.

Ms. Maccini received her EdM from Harvard University. Her studies focused on teacher practice and collaborative inquiry as a part of the Experienced Teacher's Program. She received her Bachelor of Arts in Anthropology, with minors in Latin American Studies and History from the University of Massachusetts at Amherst. While at UMASS, Ms. Maccini was also certified as a secondary teacher in the areas of social studies and behavioral sciences. She is very interested in epistemology, collaborative inquiry, diversity and equity issues in education.